

Inspection of Ashbourne Day Nurseries at Alfreton

Grange Street, Alfreton DE55 7JA

Inspection date: 29 May 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and confident at this nurturing and inclusive nursery. They are warmly welcomed by staff who know them well. Children are familiar with routines and quickly engage in meaningful learning experiences. Staff offer support as they scaffold learning and build on children's interests. They ensure children are immersed in a language-rich environment from the earliest age and beyond. Children learn to participate in back-and-forth conversations with staff. Staff use daily routines, such as nappy changes and mealtimes, to engage younger children in simple conversation and further language development. Older children chat with their friends as they confidently engage in imaginative play. Staff support children to turn pages in books and encourage them to repeat new words and phrases.

Children learn to behave well. Staff model positive behaviour and help children manage their emotions. Children are settled, curious, and eager to explore their environment. Staff promote children's independence well. For example, children learn to serve themselves at mealtimes, tidy up after activities, and manage their hygiene routines. Children benefit from access to the local environment. For example, staff take children on trips to the local shops to buy ingredients and resources, which enhances children's understanding of the world. Children's views and opinions are valued by staff. Children speak fondly of their time at the nursery and describe their favourite activities. They benefit from warm, secure attachments with staff who understand their needs and routines.

What does the early years setting do well and what does it need to do better?

- Communication and language development is a clear strength across the nursery. Staff place this at the heart of the curriculum, supporting children through rich interactions, songs, books, and vocabulary-building activities. Staff are skilled at tuning into children's interests and adapting their approaches in the moment to support children's language development.
- Staff ensure children's safety. They are confident in identifying signs of abuse and know how to record and report concerns. Staff understand broader safeguarding concerns, such as the risks of neglect and the signs of female genital mutilation.
- Staff set out the learning environment to promote children's independence and exploration. Babies benefit from thoughtful sensory activities that link to their developmental stages. For example, staff use black-and-white books and 'tummy time' activities to support young babies' visual and physical development.
- Staff promote good partnerships with parents. For example, they share home learning packs and have created a lending library to encourage and extend children's learning at home. Learning packs include activities, such as making dream catchers with children. Parents speak positively about the staff and feel

well-informed.

- Staff promote children's independence well, particularly by encouraging self-care routines. Lunchtimes are sociable occasions, and staff use these times effectively to discuss healthy eating and link discussions to children's previous learning. Children are supported by staff to manage disappointment positively. For example, staff offer gentle explanations as to why children cannot have a second biscuit.
- Staff plan the outdoor provision to support children's active play and exploration. Children learn to create potions and mud pies in the mud kitchen and independently use the tap to collect water. Management has identified the outdoor space as an area to improve to further support learning and development opportunities.
- Staff identify children's developmental starting points accurately and understand their next steps. Two-year progress checks and ongoing assessments identify learning needs and are used to ensure children are making good developmental progress. Staff plan activities to promote communication and language development. However, they are sometimes unclear regarding the learning intention of some activities. On these occasions, children's specific learning needs are supported less well by staff.
- Staff promote the use of natural materials and use open-ended questions during activities. For example, staff ask children what materials they might need to create a penguin. They encourage children to think about the body parts and shapes needed for their creations. Staff extend children's learning as they introduce mathematical vocabulary and help children to draw different shapes.
- Staff use risk assessments effectively. They are alert to hazards and support children in understanding how to keep themselves safe. For example, staff remind children not to put dirty items or sand in their mouths and to use the handrail when walking up and down the stairs.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- strengthen staff's understanding of the learning intentions of activities so that they can better support children's next steps in development.

Setting details

Unique reference number	2723964
Local authority	Derbyshire
Inspection number	10392358
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	72
Number of children on roll	77
Name of registered person	Ashbourne Day Nurseries Limited
Registered person unique reference number	RP901058
Telephone number	01908 644399
Date of previous inspection	Not applicable

Information about this early years setting

Ashbourne Day Nursery registered in 2023 and is located in Alfreton, Derbyshire. The nursery employs three members of childcare staff. All staff hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Carla Hopkin

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector and the manager carried out a joint observation of an activity led by staff.
- The inspector discussed with management and staff how the curriculum is implemented and the impact that this has on children's learning.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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